Report Two----Performance Objectives and Assessment Items

Performance Objectives and Assessment Items

Instructional Goal	**Terminal Objectives**	**Assessment Items**
Students will demonstrate navigating the Universal Reader (UR) program. **R**	Given a computer with the UR program available, and a given text, the students will demonstrate navigating the UR program by opening the text, having UR read the text, and a specific paragraph. 100% accuracy is required. **R**	1. Given a text with three paragraphs located in Drive D of computer, students are asked to read the first and the third paragraph of this text. 2. Given a school website, students are asked to read today's announcement using the UR program.
Main Steps and Subordinate Skills of Instructional Goal	**Performance Objectives of Main Steps and Subordinate Skills**	**Assessment Items for Main Steps**
1. Demonstrate the steps of opening the UR program. **R**	Given a computer with the UR program on it, students will demonstrate opening the UR program. **R**	Open the UR program.
1.1 Open the UR program **MS**	Given a computer with the UR program, students will execute opening the UR program by clicking on the UR Icon. 100%accuracy is required. **MS**	Open UR reader by double clicking on the UR icon.
1.2 Identify the UR Icon **CC**	Given a variety of icons, students will identify the UR Icon by labeling it with 100% accuracy. **CC**	Double click the UR icon
1.3 Discriminate the UR Icon **IS-D**	Given a set of icons, students can discriminate the UR Icon from other icons by pointing out it with 100% accuracy. **IS-D**	Double click the UR icon
2. Demonstrate the steps	Given computer-based	Highlight the sentence to be read

of highlighting text to be read **IS-R**	text, students will demonstrate highlighting text by dragging the cursor over the text to be read to them 100% of the time. **R**	
2.1 Identify starting point of highlighting **IS-CC**	Given computer-based text, identify the starting point by placing the cursor at the beginning of the text. **CC**	Place the cursor at the beginning of the paragraph.
2.2 Execute dragging the cursor **MS**	Given computer-based text, execute dragging the cursor over text when prompted.100%of the time. **MS**	Drag the cursor over the second paragraph
2.2.1 Execute left clicking **MS**	Given a mouse, the student will execute left clicking when prompted 100% of the time. **MS**	Click the read button
3. Demonstrate applying rules and principals of reading text **IS-R**	Given computer-based text, students will demonstrate activating the voice by clicking the read icon 100% of the time. **R**	Click the read icon to read the sentence
3.1 Execute clicking Read button **MS**	Given the UR program, execute activating the reader by clicking Read button. **MS**	Click the read icon to read the sentence
3.2 Demonstrate applying “stop” button in the middle of reading **IS-R**	Given the UR program, students will demonstrate stopping the program when prompted. **R**	Given a paragraph, stop the UR program
3.2.1 Identify Read icon **IS-CC**	Given the UR program, students will identify the read icon when prompted. **CC**	Click the Read icon
3.2.2 Identify stop icon	Given the UR program	Click the ***stop*** icon.

IS-CC	students will identify the stop icon when prompted. **CC**	A. 
Entry Behaviors	**Performance Objectives**	**Assessment Items**
1.1 Distinguish single clicking and double clicking. **IS-D**	Given a simple captivate movie with single clicking and double clicking, students can discriminate them by pointing out them. 100%accuracy is required. **D**	Open Word from desktop and from start menu respectively.
2.2.1. Distinguish left click and right click on mouse **IS-D**	Given a couple of demonstration about left click and right click, the students will distinguish from them by pointing out them. 100%accuracy is required. **IS-D**	Select either one of these icons on desktop by using mouse.

Sequence of instruction

The module will be chunked into four sections. The first section will demonstrate the skills to be learned. In the next unit, students will actively participate in the learning process by completing a task when prompted. The third section, the students will be prompted to continue onto the next step independently. In the fourth section, students should be able to maneuver through the program independently.

Inform learners of objective

The learners will be informed of the goal within the introduction. Also, at the beginning of each section, the students will be informed of the specific objective.

Attention of the Learner

The attention of the learner is gained by presenting a PowerPoint with the following questions “do you like the teacher reading to you? Do you like the way the teacher reads to you? Can you choose a specific teacher to read to you? Can you choose the way a teacher is reading to you? Do you want to read the text in your way? ...” The questions will then be read to the student using the UR program. Then an 8-minute video will be shown about the features of the UR program. The attention of the learner is kept by the use of modeling operations, animated graphics, and a change of text to be read, sound, relevant explanation, and questioning techniques.

Presenting the materials

First of all, a couple of examples will be presented read by the UR program. Secondly, there will be an explanation of the above examples, which will highlight the strengths of the UR program. Third, present the simulation or recordings of how to use the UR program using Macromedia Captivate software with a verbal and modeling presentation of each operation. Finally, provide the learner with a simple assessment about how they feel using this program to check if they are interested and confident in learning with this technology.

Structure and Content of Instruction

A Captivate interactive tutorial will be used as our self-instructional module. Many of the Instructional Transaction Theory (ITT) concepts will be utilized throughout our tutorial. The main concepts covered will include instructional design process through automation, simulation design through automation, combining simulations with tutorial instruction, and adapting instruction to individual students in real time as their needs change during learning.

Instructional design process through automation will be the biggest part of presenting the UR program. Through the use of Captivate a completely automated tutorial will be created guiding the student step by step through the basic use of the UR program.

Tutorial instruction will be combined with simulations that will not only show the student how the program works but will also prompt the student to use the program themselves.

By making the Captivate tutorial interactive the student will be able to move at their own pace, this way instruction is tailored to individual needs. For example if a student is having a difficult time distinguishing between icons they can have the material presented to them as many times as needed. Also with the tutorial being interactive the student will be required to complete each task that is set up within Captivate before they can move onto the next section.

Each rule and concept will be presented to the student through auditory and visual instruction. Throughout the tutorial the student will be required to mimic each step before they will be able to move on. The ITT model fits in perfectly with our Universal Reader tutorial by providing a list of prescriptions for designing instruction for different kinds of instructional outcomes.

Assessment

Assessment will be conducted throughout the tutorial process. The way that the Captivate tutorial is designed will not allow the student to move onto the next section of the without first completing the steps that are first presented to them. For example the student will not be able to move onto highlighting the text without first identifying the Read icon.

Along with the assessment built into Captivate a multiple-choice test will be used at the end of the tutorial in ensure that the student has mastered the basic use of the Universal Reader program.